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ABSTRACT

This guide presents the lessons learned from three health education projects that focused on young worker issues and were funded by the National Institute for Occupational Safety and Health. In these projects, occupational health educators worked for 3 years, in three different communities, to raise the awareness of young worker issues, including those related to students working part-time, at the community level. In this guide, the educators convey what they learned and provide information about materials that can be modified and used in other communities to meet their own needs. The three projects were developed in Brocton, Massachusetts; Oakland, California; and Los Angeles, California. Steps in coordinating a young worker project are outlined. Working with community partners, including peers of young workers, their parents, employers, and other citizens, is reviewed. Three appendixes contain a summary of child labor laws, a list of agencies and organizations that may help in program development, and a list of 21 resources and books for additional information. (SLD)

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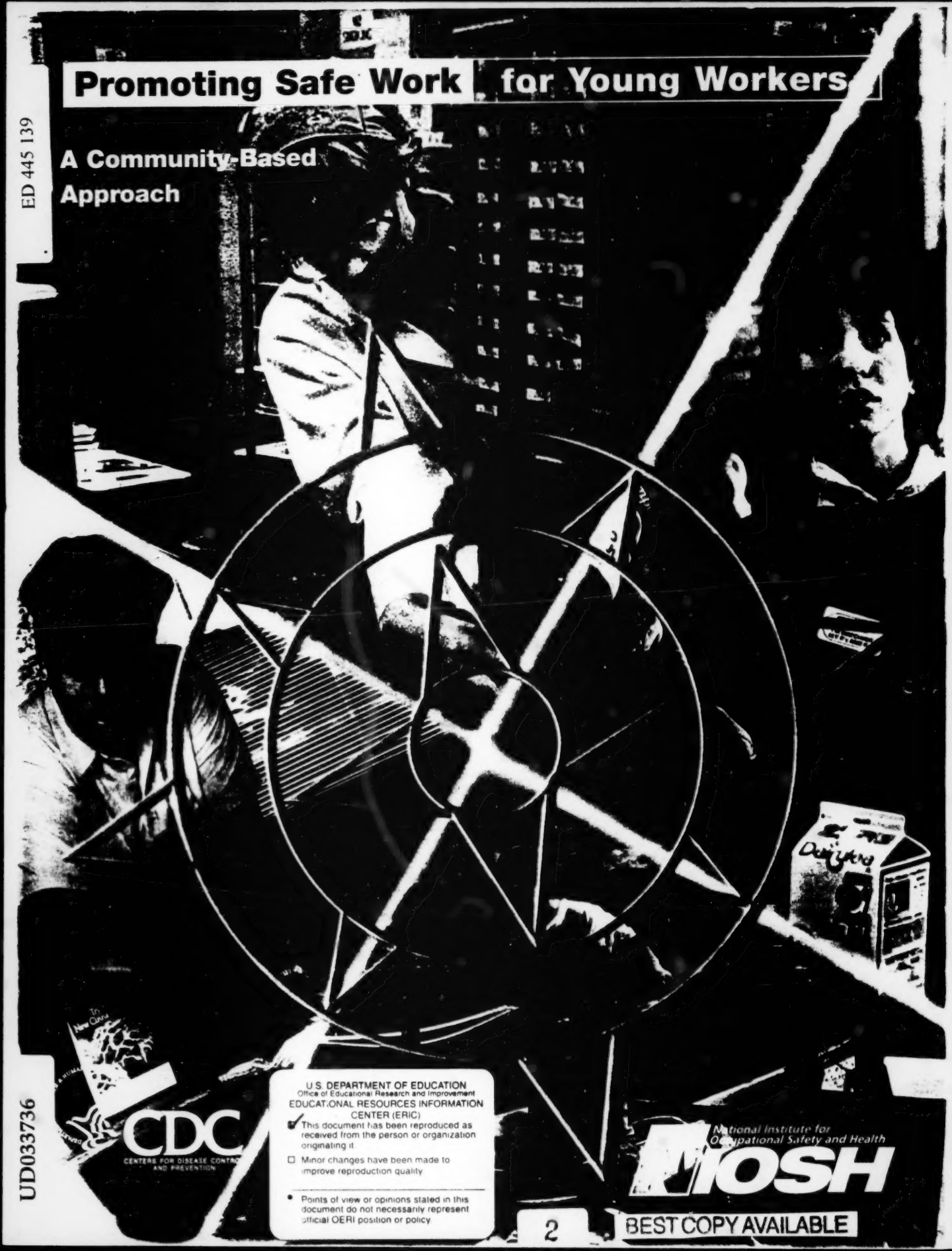
A Community-Based Approach



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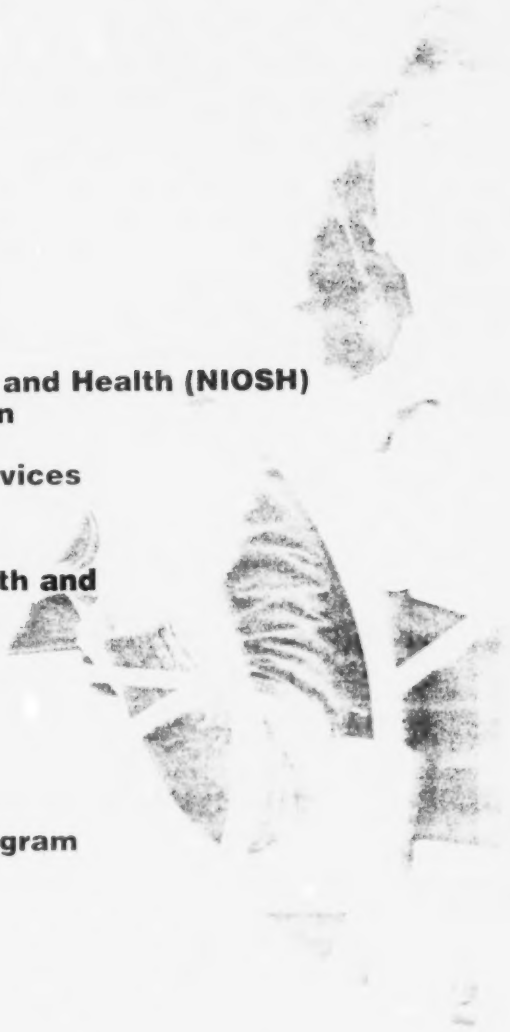

A Resource Guide Documenting the Experiences of Three Young Worker Projects

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Three community-based young worker projects provided the information in this guide, which summarizes the activities and lessons from these projects.

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These projects were the result of a cooperative agreement between the above organizations and the National Institute for Occupational Safety and Health (NIOSH) in Cincinnati, Ohio. NIOSH provided both funding and staff to collaborate on the conceptualization and execution of the projects.

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Foreword

By the time they are seniors in high school, the majority of United States youth are, or have been, employed for pay outside their homes. Injuries and illnesses are an all too frequent consequence of work; youth are not exempt. In 1997, the Bureau of Labor Statistics reported that 62 youth —under the age of 18—died from work-related injuries. In addition, an estimated 70,000 youth were treated in emergency departments for work-related injuries based on data from the National Institute for Occupational Safety and Health (NIOSH). NIOSH was instrumental in convening a National Research Council/Institute of Medicine (IOM) panel to review available knowledge on the safety and health implications for working youth and to make recommendations for research and prevention. Among the recommendations in the IOM report, published in November 1998, was:

"A national initiative should be undertaken to develop and provide information and training to reduce the risks and enhance the benefits associated with youth employment."

"Promoting Safe Work for Young Workers" is a step in that direction. It reflects the lessons learned from three NIOSH-funded community-based health education projects on young worker issues. In these projects, occupational health educators worked for three years, in three different communities, to raise the awareness of young worker issues at the community level. In this guide, those educators convey what they learned while working with different community groups including parents, employers, educators, and local media. The guide also provides information about materials that can be modified and used in other communities to meet their own needs.

The welfare of our youth is a community issue. Interest in their occupational health and safety extends well beyond the confines of their workplaces. We have prepared this guide for health professionals, labor groups, educators, employers, and parent groups. Any group can take a leadership position in making young worker issues a priority in their community. This guide will help you take the first steps.

Linda Rosenstock, M.D., M.P.H.
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Preface

This guide is for anyone interested in young workers safety and health issues. It is based on the experiences of three NIOSH-funded community-based young worker projects. Local health departments, school-to-career programs, and occupational safety and health professionals are but a few of the groups with the capacity and mission to initiate a young worker project in their communities or to implement an activity described in this guide. The three projects featured were all based in urban settings. However, many of the approaches can be applied to small towns or rural settings.

In the fall of 1995, as we prepared to launch young worker projects in Brockton, MA, Oakland, CA, and Los Angeles, CA, we wondered how our message would be received. As public health professionals, we were convinced of the need for increased awareness of workplace safety for teens, but we were not sure that others would share our concern. Would community organizers find occupational safety less important than more publicized issues such as substance abuse and violence? Would local businesses recognize the value of having a more informed young workforce? Would teens find the topic boring?

But as community groups greeted our initial efforts with interest and enthusiasm, we quickly discovered that our concerns were unfounded. At the first advisory board meeting in Brockton, for example, representatives of 30 community groups and government agencies stayed on long past adjournment, volunteering services and ideas. In Los Angeles, 100 youth leaders, teens, and parents participated in the first media event, requesting information on everything from child labor laws to sexual harassment in the workplace. At Oakland Technical High School, more youths volunteered as peer leaders than staff could initially accommodate. Clearly, many wanted to address this issue.

Over the course of the projects, we learned several key lessons. The active participation of diverse community members was necessary to develop a comprehensive educational approach to young worker safety and maintain broad-based support. In addition, because representatives of community groups already have full agendas, we realized the importance of demonstrating how young worker safety and health can fit into existing initiatives for healthier youth, safer workplaces, and stronger community coalitions. Finally, we found it necessary to emphasize the value of young worker projects to local businesses and the many members of the community who support their interests. We frequently made the point that insuring the safety and health of teen workers lays the foundation for a better work environment and a more knowledgeable workforce.

This guide outlines the steps we took in planning and carrying out the young worker projects. We invite others with an interest in teen safety to try one or more of the activities in this guide. And we wish you success in improving conditions for working teens in your communities.

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Brockton, Massachusetts, located 20 miles south of Boston, was formerly an industrial city whose many factories now stand abandoned. Its current multi-ethnic population of 90,000 has a workforce that is primarily blue collar and service oriented. Brockton has one public high school with 3,000 students and a regional vocational technical school nearby.

The Protecting Young Workers project in Brockton was coordinated by the Occupational Health Surveillance Program of the Massachusetts Department of Public Health in partnership with the Education Development Center, Inc. The project was guided by an active community advisory board consisting of 35 representatives from Greater Brockton high schools, the business community, local community organizations, health care providers, the mayor's office, labor organizations, nearby colleges, youth groups, and the media.

The staff selected Brockton for several reasons. According to workers' compensation data, Brockton has the highest rate of injuries among teen workers in Massachusetts. The public high school has a successful school-to-career program in place with strong ties to local employers on which to build program activities. The demographics of the community reflect national averages, making it a good model for other communities interested in similar projects.

University of California at Berkeley, Labor Occupational Health Program (LOHP)

The city of **Oakland, California** is located 7 miles across the Bay from San Francisco. Oakland has a multi-ethnic population of more than 370,000 residents and a multi-faceted employment profile, with jobs in the industrial, service, office/financial, and construction sectors. Oakland Unified School District is a major urban school district with a diverse student population (54% African-American, 19% Asian, 19% Latino, 7% White, and 1% other). It is the sixth largest district in California and has six comprehensive high schools and seven alternative high schools that serve more than 9,300 students.

The Young Worker Project in Oakland was coordinated by the Labor Occupational Health Program (LOHP), a community-service program of the University of California at Berkeley School of Public Health, in partnership with the Oakland School District. The project's advisory committee had 15 active members, representing school district teachers and administration, local job training programs, employers, Cal-OSHA, labor unions, and the PTA.

The Oakland School District was selected because it is a large urban district; because LOHP had existing relationships and had done previous work with key teachers and administrative staff in Oakland; and because the district had a strong commitment to building its school-to-career program based on its twelve existing academy programs.

University of California at Los Angeles, Labor Occupational Safety and Health Program (LOSH)

The **Los Angeles, California** project was in the Vernon-Central area, where well-paying manufacturing jobs were located until the 1980s. The population is Latino and African-American. The existence of sweatshops and an informal economy in Los Angeles make it difficult for both students and adults to find meaningful, safe employment, especially those who are immigrants. Jefferson High School, the site of the young worker project (Jefferson Safety and Health Education Project—Jeff SHEP) has a student population of 3,400, of which almost 90% are Latino.

The Jefferson Safety and Health Education Project was a partnership between UCLA Labor Occupational Safety and Health Program (UCLA-LOSH), Jefferson High School, and Concerned Citizens of South Central Los Angeles. It was directed by a steering

committee consisting of representatives from each partner organization and guided by a 15-member advisory board representing the larger community of students, parents, teachers, government agencies, labor unions, youth groups and other community-based organizations.

This community was selected because of the potential to build school-community links. Existing networks were used to provide bilingual education to reach immigrant parents as well as students. Concerned Citizens has developed a network of neighborhood block clubs, and the school provides English and citizenship classes to parents through an adult education program. UCLA-LOSH had collaborated with both organizations on other projects and wanted to begin integrating work-related curriculum into the Los Angeles Unified School District, the largest in California and the second largest in the country, with 49 high schools and 45 continuation schools.

The Facts About Young Worker Safety and Health

Through part-time employment, school-to-work programs, apprenticeships, and internships, teens are a vital and an increasing part of our labor force. For adolescents, employment can be a valuable experience: in addition to its financial benefits, work gives adolescents the opportunity to learn important job skills, explore future careers, and, in some cases, enhance their academic education.

But employment also can have negative consequences for young workers. Far too often, working teens suffer injuries that can have devastating effects on their physical well-being. And working too many hours can jeopardize an adolescent's academic and social development.

Although increased prevention efforts are needed to reduce occupational injuries among all workers, young workers warrant special attention for the following reasons:

Most teens in the United States work.

In 1996, approximately 42% of 16- and 17-year-old teens were in the labor force at any single time.[1] An estimated 80% of youths are employed at some point before they leave high school.[2,3]

Teens aged 16 and 17 worked an average of 21 hours per week, 23 weeks of the year in 1988.[4]

Teens typically work at part-time, temporary, or low-paying jobs, often after already putting in a day of work at school. Twenty hours of employment per week during the school year combined with a full class schedule adds up to a 50-hour work week, not including homework or extracurricular activities.

Teens work predominantly in retail and service industries. Typical places of employment include restaurants, grocery stores, department stores, gas stations, and offices.[5]

Thousands of U.S. teens are injured or killed on the job every year.

No single data source provides a comprehensive picture of teen injuries, but the following findings indicate the scope of the problem:

Many working teens get injured.

The National Institute for Occupational Safety and Health (NIOSH) estimates that in the United States, 200,000 teens aged 14 to 17 are injured on the job every year.[6] Among the most common injuries suffered

by working teens are lacerations, contusions, abrasions, sprains and strains, burns, and fractures or dislocations. Not surprisingly, most injuries occur in the workplaces that employ the most teens—retail shops, restaurants, and grocery stores.[7] What may be surprising is the fact that teens are injured at a higher rate than are adult workers, even though youths are prohibited from holding the most dangerous types of jobs, such as mining, manufacturing, and construction.[8,9]

Many occupational injuries are serious enough to require medical treatment.

Approximately 100,000 teens aged 15 to 17 visit emergency departments each year for work-related injuries. This figure compares with 322,000 teens aged 15 to 17 who visit emergency departments for all motor vehicle traffic-related injuries, including vehicle occupants, pedestrians, bicyclists, and motorcyclists.[10]

Approximately 70 teens died as a result of occupational injuries each year between 1980 and 1989.[11]

Work-related injuries can have long-term consequences.

Common occupational injuries such as burns, back sprains, and eye damage can cause permanent disability. In addition to injury, workplace hazards such as chemical exposure, noise, extreme temperatures, repetitive motions, and infectious agents can pose long-term health risks for adolescents.

Teens are injured doing legal jobs as well as doing jobs that are prohibited by child labor laws.

Federal child labor laws restrict the types of jobs teens can do and the hours they can work; some State laws are stricter than Federal laws (see Appendix A). Working in illegal jobs puts youth at particular risk for injuries. According to one study, 19% of all injuries to young workers treated in emergency rooms involved working in illegal jobs;[12] this figure is 41% according to another study.[13] However, laws alone provide insufficient protection: most injuries occur when teens are working in compliance with child labor laws.

Working too many hours is associated with social and academic problems.

Teens who work more than 20 hours per week are at risk for increased drug and alcohol use and decreased academic performance.[14]

Teachers report that students who work many hours outside of school are often sleepy and unresponsive in class.[15,16]

Young workers are at risk because they lack experience.

As inexperienced workers, adolescents are not likely to be familiar with job tasks, workplace hazards, ways to avoid injury, and their rights as workers.[17,18]

Although a common perception is that teens get injured because they are reckless, teens injured on the job often have a very different profile. The positive characteristics of adolescents—their energy, enthusiasm, and desire for increased challenge and responsibility—combined with a reluctance to ask questions or make demands, can result in their assuming tasks for which they are either unprepared or incapable of performing safely.[19]

The physical characteristics of teens also make them vulnerable to workplace injury. Adolescents between the ages of 14 and 17, especially boys, grow at very different rates. Small teens may not be able to reach machine parts and may lack the strength required for certain tasks. Large boys may be given adult tasks simply because of their size without regard for their lack of experience and maturity.

Injuries to young workers can be prevented.

Groups who work together to create safer workplaces for teens can bring many benefits to a community: more knowledgeable, responsible employees; lowered workers' compensation and health insurance costs; and a safer work environment for everyone.

Although the safety of young workers is primarily the responsibility of their employers, many others in the community also have a role. Schools, job trainers, parents, youth-serving organizations, health care providers, and the media are just some of the groups that can initiate or participate in a young worker project. The following section, ***Steps in Coordinating a Young Worker Project***, offers guidelines for successfully developing and carrying out such an initiative. The final section, ***Working with Community Partners***, outlines strategies for collaborating with community-based organizations to create safer workplaces. All recommendations in this guide were drawn directly from the experiences of the young worker projects in Brockton, Oakland, and Los Angeles.

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Steps in Coordinating A Young Worker Project

Each young worker project developed its own approaches to engaging participants, building partnerships, and disseminating information on the basis of the community's needs. Yet all projects shared common strategies drawn from established public health education principles. The following section summarizes the most important steps.

1. Identify and Involve Key Players in the Community

Preventing occupational injuries to young people requires the combined efforts of diverse groups and organizations: businesses, labor groups, schools, job placement and training programs, youth-serving organizations, family members, health care providers, the media, and government officials. We identified representatives of these key groups in our communities and looked for ways to integrate young worker safety and health into their ongoing activities and policies. We found it helpful to recruit many of these players into our project advisory committees.

By participating on the advisory committees, many community members were able to accomplish aspects of their own programs in a more effective way than they would have been able to do on their own. For example, representatives from school-to-work programs gained new materials and curricula, and job training programs used peer educators and new fact sheets to teach about safety and health. The advisory committee meetings also became a place for people concerned about similar issues to talk and network.

Right from the start, we coordinated our project activities with existing programs and agencies in Brockton. We allied ourselves with the school-to-work program at the high school, for example, where there were many resources to share. The school staff also gave us contacts in the business community—groups like the Private Industry Council and others that were already involved in teen employment. In fact, we got a large turnout at each advisory board meeting and a lot of active participation through the duration of the project.

We also got support from the local government. The mayor's office appointed a liaison to our board who attended every meeting. When we first met with the mayor, he emphasized that we should link our initiative to existing local projects so that people wouldn't feel overwhelmed at the prospect of a whole new initiative. That was very good advice.

—Robin Dewey, Project Director, Brockton, Massachusetts

2. Assess Needs and Resources

Investigating community needs and resources provides valuable information on which to base a project: (a) the extent and nature of local teen employment and work-related injuries; (b) local knowledge, attitudes, and beliefs about the issue; and (c) the resources available to address young worker safety and health. Collecting this information can stimulate community interest, as it allows you to identify where interventions are most needed and feasible. Although the time and resources may not be available to conduct a thorough assessment, the following tasks should be considered:

I think our successes were based on our recognition of the unique needs of our immigrant community, and we tailored our work to those needs. For example, the role the students played in the project turned out to be very different from what we expected. Initially, we had planned to reach teens by involving parents in the project. But in our community, where so many of the parents are not proficient in English and know very little about their own legal rights at the workplace, it went the other way. The teens ended up educating the parents. In fact, the teens became a very valuable liaison between the project and the entire community, and in the process, they developed their own knowledge, leadership, and communication skills.

—Linda Delp, Project Director, Los Angeles, California

Collect, analyze, and publicize employment and injury data.

Most community members were unaware of the extent of teen worker injuries. Consider providing local, State or national statistics. Local data from workers' compensation records and student surveys, presented in a user-friendly format, helped to "bring the issue home." However, this data may be difficult to get, and the numbers of injured teens may appear small. State and national data is easier to obtain, and the numbers may be more compelling (see Appendix B).

Identify relevant resources.

We met with representatives from key groups in our communities to ensure that our efforts complemented and did not duplicate existing initiatives. We discussed ways they could incorporate activities related to teen worker safety and health into their existing programs, publications, and training sessions.

You may be asked to provide information, materials, and training on the topic of young worker safety and health or to provide referrals to others who can do so. Contact relevant State agencies including your State's Department of Labor, Department of Public Health, and Department of Education; learn about child labor laws; collect educational materials; and identify sources for referral and assistance (see Appendices A and B).

Assess knowledge and attitudes about young worker safety and health.

Before beginning your project, become familiar with the knowledge and attitudes about young worker safety in your community. This information will allow you to tailor materials and programs to your target audience's concerns. You may find that issues such as workplace stress, sexual harassment, and low pay are of greater concern to many groups in the community than are injuries. For our assessments, we used surveys, focus groups, and interviews with teens, parents, and employers.

Violet Muñoz, like many young girls in Los Angeles, got her first job when she was 15, working in the "alleys" of the garment district. Her job tasks included unpacking garments, completing inventories, and selling clothing.

"Sexual harassment happens all the time in the alleys," she explains. "People would tell me that all these weird things were happening on the job and nobody would say anything because they thought 'it's OK, it's part of my job.' I would tell them, 'No, it's not OK,' but they would say, 'That's just your opinion, Violet.' But now that I'm involved in this project, I can say, 'hey, I have proof now—it's not part of your job.' "

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The issue of sexual harassment is an example of how we adapted our plans to meet genuine community needs. Many of the young girls in our community get jobs downtown in the garment industry, and they informed us that sexual harassment was a problem for them. We didn't go into the project with an awareness of how important the issue of sexual harassment was in our community, but the girls educated us about the problem. Together we were able to develop strategies for handling it. We all learned that the issues involved in workplace safety and health are a lot broader than just how to handle machinery safely. They encompass a whole range of legal and ethical rights and responsibilities. We need to recognize the most significant issues in each community and help people find the resources to address them.

—Linda Delp

3. Develop a Plan

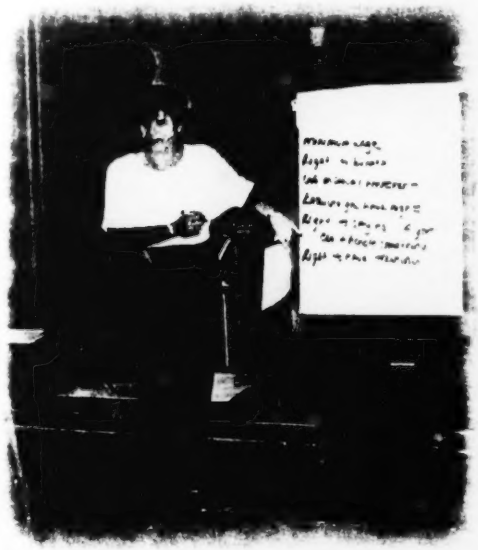
Working with your community partners, review the information gathered through your needs and resources assessment. Agree on attainable goals and objectives for the project. Include the following in your plan:

- Activities that will help you attain your objectives (see *Working with Community Partners*).
- Methods of measuring your activities.
- Individuals and groups who will be responsible for each activity.
- A timeline (one that corresponds to the school year).

4. Initiate Activities

We performed a variety of roles in our young worker projects. Your role in implementing a project may require you to do the following:

- Provide training for teachers, peer educators, and other community leaders who can then provide information to their constituents on an ongoing basis. If you need assistance, contact relevant State agencies (see Appendix B).
- Serve as a resource by providing materials and technical assistance about safety and health and child labor laws to community groups.
- Implement educational activities in collaboration with representatives of target populations. For example, you can (1) help teachers develop a workplace safety curriculum; (2) work with peer educators to set up a display for a health fair; or (3) give a presentation on teen workers to a local medical society meeting. These and other examples are detailed in *Working with Community Partners*.
- Collaborate with others who are engaged in related activities at the State level. Examples of State-level initiatives regarding young worker safety might include a proposal to change the child labor laws, developing school-to-career guidelines or training manuals, and a State-level coalition to improve adolescent health.



5. Evaluate Efforts —Revise as Needed

Throughout your project, you will want to evaluate your progress, the reach of your project, and the impact on the knowledge and practices of your target groups. The following are evaluation strategies we found useful:

Track your progress in meeting project objectives by recording

- ✔ the length of time activities require compared with your original timeline,
- ✔ the receptivity of target groups to undertaking planned activities, and
- ✔ barriers and problems that arise.

Determine the reach of your project by recording

- ✔ the number of materials distributed,
- ✔ the number and type of individuals and organizations reached through training and presentations, and
- ✔ the number and type of requests received for information and assistance.

Measure the impact of your project on local knowledge and practices by conducting

- ✔ pre- and post-surveys of target groups, such as students and employers,
- ✔ interviews with representatives of target groups, such as youth and business organizations, and
- ✔ visits to workplaces to record safety changes.

Understanding what impact your program has is really important. We held discussion groups in several classes 3 to 4 weeks after they participated in peer-led or teacher-led health and safety activities. We also held discussion groups with students who had not been involved in any of our program's activities. We presented a scenario about a teen worker in a pizza restaurant to each group and asked them to identify the work hazards, any workplace rights being violated, and how the young worker in the scenario should handle the situation.

Students who had not been involved in the program tended to dismiss health and safety issues as trivial and a form of complaining. They were much more challenged in offering solutions to the problem—"If nobody else complained, evidently it isn't bothering anybody else—buy your own safety equipment!" Students who had participated in our programs were able to name more job hazards, including less obvious hazards, and were easily able to describe a variety of problem-solving strategies, including collective action. It was great to see how comfortable these students were with discussing health and safety issues and analyzing possible solutions!

—Diane Bush, Project Director, Oakland, California

6. Obtain Funding

Funding can be kept to a minimum by having young worker safety and health integrated into existing efforts. However, you may need additional fund for resource materials, special events, staff support, outside trainers, etc. If so, it may be helpful to contact local and State agencies, businesses, and foundations. We discovered that many of these organizations were interested in funding or providing in-kind resources

for various aspects of our projects. Some examples include the following:

- State workers' compensation agencies
- State health agencies
- State employment agencies
- local chambers of commerce
- private foundations, especially those that focus on education, your locality, youth, or workplace issues
- local schools and universities
- insurers
- Federal or State OSHA agencies
- NIOSH

Working with Community Partners

This section is organized according to the groups in a community that have a role in protecting young workers, such as schools, employers, and job trainers. For all of the groups, we have provided reasons for their involvement and strategies for working with them. We have also included many examples from our projects.

Please keep in mind that this section provides ideas for a broad array of groups and activities so that you have a variety from which to choose. We are not suggesting that you need to reach all of these groups or undertake all of these activities to be successful. Instead, we recommend that you begin with the one or two groups and activities that best fit your community.

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Why should schools be partners?

Schools can be important allies in your work with teens. Schools have a direct responsibility to ensure the safety of teens in vocational education and school-to-career programs and an indirect responsibility to prepare students for adult life. Young people are better prepared for their adult work lives when they understand their workplace rights and responsibilities and can learn how to apply them productively. Also, because working too many hours can affect a student's school performance, educators are often interested in teen work.

Reaching out to schools in your community

Identify existing work-related programs.

Your goal is to integrate materials and information about occupational safety and health into the school's ongoing curriculum and activities. Meet with administrators, school-to-work staff, and guidance staff to point out how safety and health training meets school-to-work requirements and other State and local mandates. Meet with teachers, especially those involved in career-related classes and programs and core academic subjects. Find out how they currently address workplace safety issues and elicit their cooperation and ideas for new initiatives.

Raise awareness of the issue.

Staff and students are often not aware of the extent of workplace injuries and their impact on young workers. In addition to distributing materials, you can conduct surveys about the kinds of work students do, whether they have been injured, and what they know about workplace safety and health. Then provide this information to the school community along with personal stories of injured workers and State and national statistics.

PEOPLE TO CONTACT

- School administrators
- Teachers of core academic subjects (e.g., science, social studies, English)
- Health education teachers
- Vocational education teachers
- Career or guidance counselors
- Career exploration or work experience staff
- Peer-education coordinators
- School-to-work (also known as school-to-career) program coordinators
- Work permit office staff

Offer workshops and ready-to-use curricula ideas.

Teachers often want background information on teen safety and health issues, as well as tools they can use to integrate this information into their existing curriculum. Workshops that provide "ready-to-use" safety and health curriculum adaptable to

core subjects like English, science, social studies, and vocational education will assist teachers in teaching the topic (see Project Resources).

Develop strategies for integrating materials and information into existing programs and classes, such as the following:

- *School-to-work programs*—Since the Federal School-to-Work Opportunities Act was signed into law in May 1994, many States have developed school-to-work or -career programs through school partnerships with local businesses, labor groups, government agencies, community organizations, parents, and students. Safety and health materials should be part of the school-based, work-based, and connecting activities that form the school-to-work system.
- *Career exploration classes*—Using an academy model, many schools are moving toward career-based education programs. These programs often require a career exploration class for all ninth graders, which is an ideal context for introducing young teens to workplace safety and health issues and worker rights and responsibilities.
- *Academic classes*—Many classroom teachers are concerned about the safety and health of their students and are willing to integrate relevant materials into their curricula. In fact, occupational safety and health can be effectively integrated into science, social studies, English, health, and other academic classes.
- *Peer-led education*—Training teens to teach other teens about occupational safety and health is one of the most effective and rewarding methods of sharing information. See detailed information on peer education programs in the "Developing Teen Peer Education Programs" part of this section.

UCLA-LOSH develops a safety and health curriculum for Jefferson High School

After meeting with the teachers at the high school, we learned that all 9th graders are required to take an Education and Career Planning (ECP) class, but the teachers felt that the curriculum they were using was out of date and not interesting to the students. So we collaborated with the teachers to develop a 2-week unit for the class that includes information about safety and health, laws about child labor, sexual harassment, and workers' compensation. The unit is participatory, engaging students with case studies, videos, and role-play activities to help them identify risks and speak up on the job in productive ways. "We were looking for a curriculum that is relevant and engaging for the students," explains Ceci Grakal, an ECP teacher and work experience coordinator at the high school. "Too often, teens don't know what to do when faced with safety and health problems at work. This unit teaches them how to talk to other people about problems."

—Linda Delp

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- *Work experience programs*—Many schools have work experience programs that allow students to receive academic credit for work outside school. The programs offer an ideal context for skills-based instruction on workplace safety and health hazards, students' workplace rights and responsibilities, and communicating effectively with employers.

Work Experience Coordinators Teach Safety and Health

UC, Berkeley-LOHP conducted a survey of work experience coordinators in high schools throughout California. The following are their suggestions for how work experience coordinators can help protect young workers:

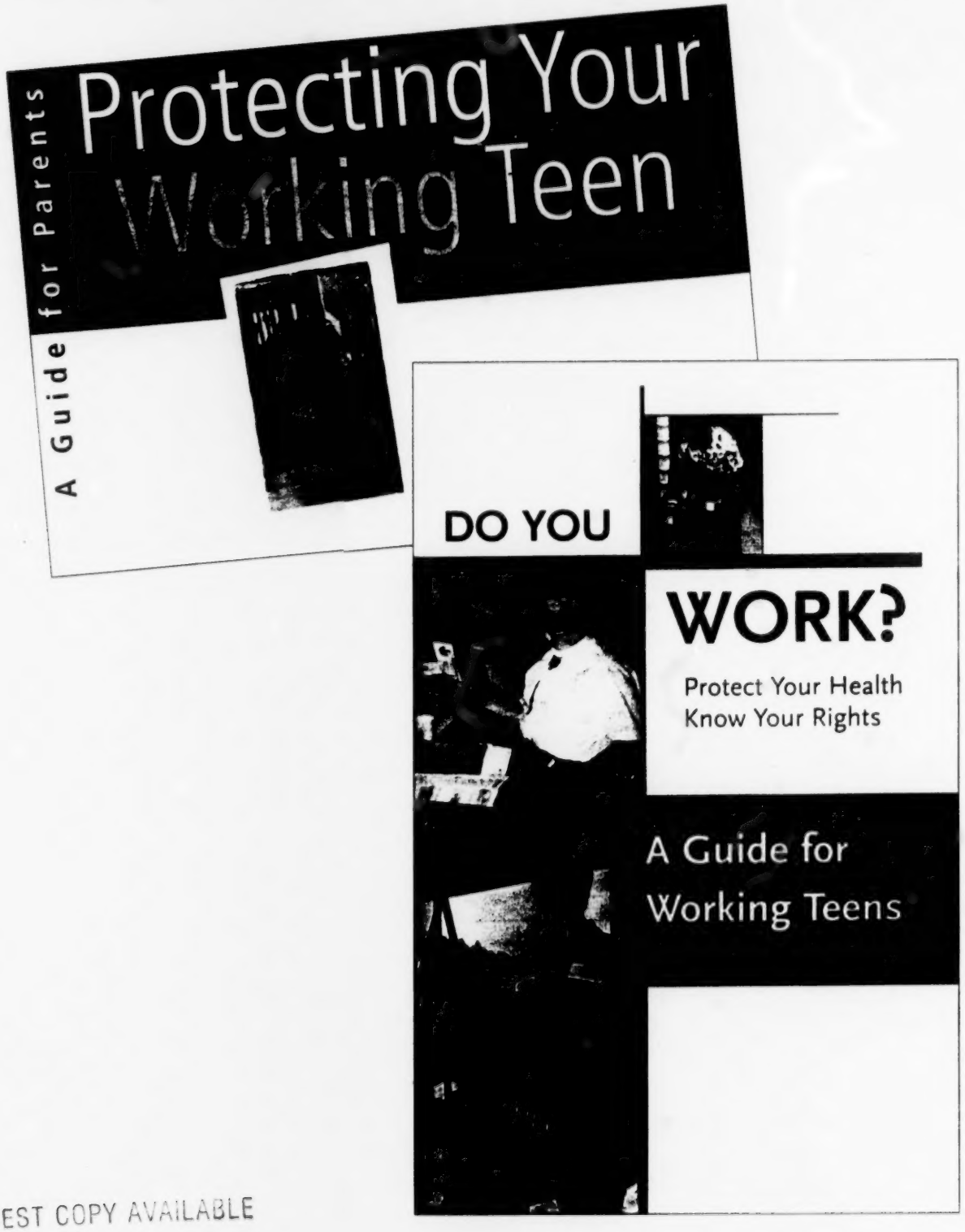
- *Inform employers about child labor laws*
- *Check job sites for safety records, training programs, etc.*
- *Use revocation of work permits as leverage with employers*
- *Report and followup on unsafe conditions*
- *Give information about job safety and health to parents*
- *Have students look for hazards on the job and report these in class*
- *Provide students with fact sheets on their safety and health rights, child labor laws, protection against sexual harassment, and what to do if they are injured*

- *Vocational education classes*—Many vocational education classes already offer instruction on occupational safety. Determine what sort of instruction is underway, and then offer to supplement it with other information about safety and health hazards, workplace rights, and communicating effectively with employers.
- *Career counselors*—Provide career counselors with fact sheets on workplace issues for distribution to students and for posting. Share with career counselors relevant State and local resources, such as posters, booklets with child labor laws, and relevant government agency contacts.
- *Work permit process*—Most States require work permits for teens under the age of 18, and students often obtain their work permits at school or at the school district office. Be sure that safety and health and child labor law information is distributed to students when they apply for work permits.

Office for Work Permit Applications Distributes Materials

In Brockton, the school district office processes work permit applications for teens. We discovered that the staff at the superintendent's office were passing out old brochures on child labor laws with the work permit applications, but they were interested in finding more up-to-date and attractive materials to distribute. In consultation with the work permit office, we developed brochures for teens and parents explaining the child labor laws and included information on safety and health. Now every teen applying for a work permit receives these two brochures *(see p. 14)*.

—Robin Dewey



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Why involve peer educators?

Peer education programs, in which teens are trained to teach other teens, have proven to be one of the most successful components of the young worker projects. Teens are effective trainers: they bring energy and enthusiasm to their teaching, speak the language of their peers, serve as role models to other young people, and provide a fresh perspective on workplace issues. In immigrant communities, bilingual peer educators also provide an important link to non-English speaking adults. Through these programs, teen peer educators develop leadership and training skills that benefit them as students and citizens.

PLACES TO DEVELOP PEER EDUCATION PROGRAMS

- Schools
- Career, leadership, health education, and other special classes
- School clubs
- School health clinics
- Community programs
- Job training centers
- Community youth organizations, such as Boys and Girls Clubs, YMCA/YWCA
- Neighborhood health clinics
- Neighborhood after school programs

A teen educator advises others on communicating effectively

"It's not easy to talk to the boss because of all kinds of conditions. Some teens are afraid that they'll be fired if they tell the boss the problem. As a peer educator, I teach other teens that it's important to present your problem clearly and know what solution you want when you go talk to the boss."

—Laura M.
Oakland Tech Peer Educator

Former peer educator develops a career in public safety

In 1996, when Juan Garcia was in the 11th grade, he volunteered to be a peer educator. Today he has graduated from Jefferson High School and works as an intern in the Safety Department at the Los Angeles Mass Transit Authority. "I wanted to be a peer educator so I could help other people and learn more communication skills," he explains. "I was very shy but now I view the world a little differently. I have more confidence to talk to people."

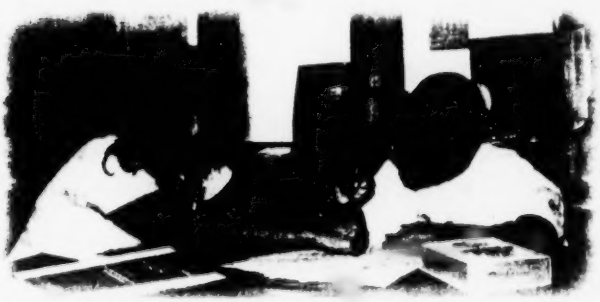
Teens report that they listen when peer educators speak

The peer education program has been a great success, both for the peer educators and the hundreds of students

they've reached. Many teens told us they pay more attention to the health and safety information delivered by the peer educators, because they do it in a fun way and because the peer educators know what it's like to be a teen in the workplace. For many, the peer educators are a more trusted source of information. A student receiving peer education told us "If your peer is talking, you would listen to them more. I learned my rights, and what to do or not do." Another said, "[Peer educators] get you more excited. Teachers are too mature, too serious to do things. Teenagers are serious too, but in a fun way."

The program also had a positive impact on the peer educators themselves. They developed great leadership, communication, and problem-solving skills. They learned how to articulate appropriate responses to health and safety problems, and how to think on their feet. Their increased confidence and skill help in other areas of their lives. One peer educator described how she had participated in a classroom history debate for the very first time. "Before joining the peer ed program, I never would have had the nerve to speak up in class." We know the peer educators will continue to be great resources to their peers, their employers, and their coworkers.

—Diane Bush



Promoting peer education in your community

Identify programs or people interested in sponsoring peer educators.

Participants in existing peer education programs may be interested in adding occupational safety and health to their agenda. Or, you may find people interested in starting a peer education group focused on this topic. Regardless of whether the workplace safety activity is integrated into an existing program or is new, an adult advisor must be present to provide the teens with ongoing training, support, and supervision.

Provide materials and training to the peer educator advisors.

The training should include information and resources on child labor laws, safety and health training requirements, and strategies for protecting young workers on the job. Reassure staff that they do not need to become safety and health experts. Occupational safety and health is similar to other health topics, requiring the ability to speak up in an effective manner, identify hazards, and develop simple prevention strategies.

You can provide the training yourself or find others in the community with expertise in safety and health and in training youth.

Brockton staff teams up with peer educators in the community

We discovered that two peer education groups associated with community organizations were already active in Brockton, so we decided to invite them to work with us on the project: a group at the Boys and Girls Club, and a group at Helpline, a social service organization where teens could call and speak anonymously with other teens about health issues. We provided these groups with training in workplace health and safety issues, and then they were ready to go. Because the teens were already experienced peer educators, they brought a lot of ideas and enthusiasm to the project.

—Robin Dewey

Help peer educator advisors include safety and health in their programs.

It may be helpful to provide ideas and resources for the following:

Establishing the program—Encourage the program sponsor to consider the following logistical issues:

- Recruiting peer educators
- Whether and how to pay the peer educators a stipend
- Finding the time for teachers or other advisors to supervise the peer educators
- Providing transportation to the teens
- Finding appropriate space

Inform the peer education sponsors about available resource materials. Encourage participatory methods such as skits, case studies, and games. To assist in their recruitment efforts, share with program sponsors

the benefits peer educators derive from participating in the program, such as enhanced communication and leadership skills and increased self-confidence.

Training for peer educators—Peer educators need training in effective teaching techniques and problem-solving skills. In addition, they need information on the following:

- How to spot hazards and prevent injuries in a variety of workplaces
- Current laws and regulations affecting young workers
- Agencies and organizations that enforce the law and provide information and assistance to young workers.
- Effective teaching techniques and problem-solving skills (encourage participating methods such as skits, case studies, and games).

Recruiting peer educators at Oakland Tech

We formed a peer education partnership with Oakland Technical High School. First we went to the high school and presented the issue to teachers who were very supportive and invited us to speak to the students in class. Together, we recruited a group of 15 sophomores and juniors who were interested in teaching their peers about health and safety and their rights on the job. Over the summer, we held a series of workshops on health and safety, child labor laws, and participatory training methods. During the next school year, we continued to meet with the peer educators several times a month during lunch and after school. Eventually, the students conducted training seminars for more than 300 teens in classrooms at the high school. They reached an additional 200 teens through training workshops at the mayor's summer job training program and the school-to-career summer jobs internships.

—Diane Bush

Identifying teaching opportunities—Peer educators can teach in a variety of settings, including high school classes, PTA meetings, after-school workshops, job training programs, community meetings, and health clinics. They can also reach other teens by writing articles for the school or community newspaper and creating posters and display boards.

Los Angeles teens reach out to the community

Our peer educators from Jefferson High School were a big success in the community. During the course of the year, they developed skits about health and safety, sexual harassment, child labor laws, and workers' compensation, which they performed at neighborhood block club meetings, cultural celebrations, and English and citizenship classes. They also led a series of workshops to educate students and adults in the community about workplace issues.

—Linda Delp

Why Parents Should Be Partners

During focus groups, many working teens indicated that they turn to their parents for information and advice about jobs. But in order to advise their children, parents must be knowledgeable about workplace rights and responsibilities. In many States, parents are required to sign a work permit before their teen is allowed to work, providing parents an opportunity to discuss work-related issues. They can also support their working teens who need advice about how to raise safety and health issues effectively with their supervisors.

Reaching out to parents in your community

Identify organizations that are parent-run or that serve parents.

Schools, social agencies, and health organizations can help you identify some parent organizations. Parent groups that address issues related to the health and education of teens and resource centers that provide information and materials to parents are likely to be interested in integrating young worker safety and health concepts into their existing activities.

ORGANIZATIONS TO CONTACT

- Parent Teacher Associations (PTAs)
- Religious organizations
- Neighborhood associations
- Parent educator groups
- Bilingual parents' groups
- Adult school programs including English and citizenship classes
- Health clinics and doctors' offices
- Labor unions

Conduct workshops for groups of parents in the community.

Workshops should include information about job-related hazards, worker rights and responsibilities, and speaking up effectively in the workplace. Whether you conduct the workshops yourself or solicit other experts to run them, involving teen educators in the training is effective. When working with parents with limited English proficiency, bilingual teens are an especially valuable resource.

Teens and project staff educate parents about their workplace rights

In the predominantly immigrant community of the Vernon-Central area of Los Angeles, we discovered that parents had many questions about their own rights at work as well as their children's rights. In fact, not one parent in our group had heard of Cal-OSHA (the California office of the Occupational Safety and Health Administration). So our peer educators organized a series of com-

munity workshops held after school for parents and students. We invited representatives from Cal-OSHA, the Office of Fair Employment and Housing, local unions, and legal aid organizations to speak to the group on topics including safety, child labor laws, workers' compensation, and sexual harassment.

As one parent, Aurora Marquez, explained, "Many people in our community don't know what to do if they suffer an accident or if they're a victim of abuse at work. These workshops are very important so we can obtain information and remove the blinders that cover our eyes." Since then, Marquez has become an advocate for adults and teenagers who face problems at work.

—Linda Delp

PTA meetings provide an opportunity for safety and health workshops

In each of the five largest Oakland high schools, we conducted short workshops for parents during their PTA meetings. We presented situations involving working teens and asked the parents to identify hazards and laws that were being broken and to discuss what the teen should do. We discovered that many parents had never heard of some of the child labor laws, such as restrictions on the types of jobs and hours teens can work. Others were interested in learning more about their own workplace rights. Many realized that they didn't know a lot about what their teens did at work. At the end of one workshop, a parent summed up by saying: "We should ask our kids exactly what they do at work. A lot of times kids don't know what to do about problems at work. They are not problem solvers. That's what we're here for."

—Diane Bush

Distribute posters, brochures, and other materials.

Provide the work permit office with a brochure for parents. Have a booth with information at school events that parents attend. Distribute materials to parent organizations, schools, clinic waiting rooms, health fairs, and other local gatherings.

School distributes materials for parents and students

In Brockton, we worked with the high school to ensure that every student received a packet of information on health and safety and workplace rights and responsibilities. The packets included a letter from our staff, a brochure for parents, a brochure for teens, and a work permit checklist. In addition, we had the parent brochure translated into Spanish, Portuguese, and Haitian Creole, which the school mailed to the non-English speaking parents.

—Robin Dewey

Why job training programs should be partners

Many young people find their first jobs through job placement and training programs. These programs place teens in jobs ranging from outdoor clean-up and construction to office work. Programs that pay the trainees' wages are the "employer of record" and have the responsibility to protect their teen workers. Typically, the sponsoring agency provides training on job tasks and may also include other job-readiness skills, such as proper dress and communication. Although historically these orientation programs include limited information about workplace safety and health, they provide an excellent venue for reaching young workers.

Reaching out to job training programs

Identify the job training programs in your community.

Talk with representatives from your local schools, mayor's office, office of education, or other training programs. Contact your local private industry council to find out who in your community receives Federal youth employment and training funding.

Find out what they need.

Meet with directors of programs or with the local administrators of Federal job training funding to find out what safety and health training they already provide, what additional materials they might need, and where and how job trainers are trained. If the job training agency is the "employer of record," remind staff that safety and health interventions can help lower injury rates, thus reducing workers' compensation costs and avoiding expenses associated with lost work time.

JOB TRAINING AND PLACEMENT PROGRAMS TO CONTACT

- Community organizations that provide job training or placement
- Youth employment and training programs
- Private industry councils or workforce development boards
- Mayor's or city jobs programs
- Local or County Office of Education

"In the last two years, we have really focused on our health and safety program. As a result, we haven't had any serious injuries this year, and our workers' comp costs have been reduced by 25%."

—Michele Clark-Clough
Executive Director
The Youth Employment Partnership, Inc.
Oakland, CA

Provide materials and training to job placement staff.

The training should include information and resources about child labor laws, safety and health training requirements, and strategies for protecting young workers on the job. Reassure staff that they do not need to become safety and health experts. Emphasize the importance of using common sense when discussing how to address safety and health problems.

Assist job placement staff in integrating safety and health into their programs.

Offer a training curriculum or other resources that will enable job placement staff to provide information on safety and health, rights and responsibilities, job hazards and child labor laws to participating teens (e.g. during orientation sessions).

Ensure that participating employers provide adequate training and supervision. Train staff to recognize "red flags" that may indicate an employer who is not concerned about safety and health, such as a supervisor who is unable to describe hazards or the safety training program. Questions to ask participating employers include the following:

- Who will carry out onsite supervision of employees?
- Is the supervisor familiar with child labor law requirements?
- What hours will employees work?
- What tasks will employees do?
- Will employee training include hands-on safety and health awareness?
- To whom do employees report safety and health hazards?

Summer youth workers get health and safety training

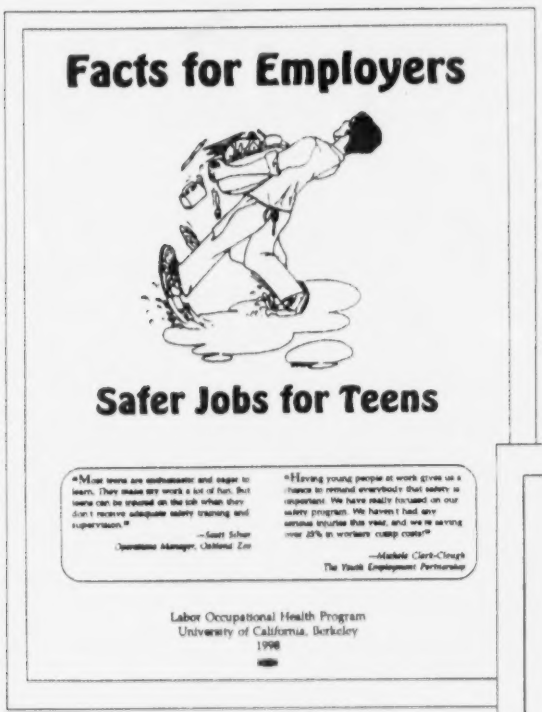
We worked with the Oakland Private Industry Council and other community-based programs that implement summer job programs to develop a 30-minute orientation to health and safety issues, which includes UCLA-LOSH's video Your Work: Keepin' It Safe, *and a question and answer session about the fact sheet* Are You a Working Teen? *All 3,000 students who apply for Oakland's Summer Youth Employment and Training Programs participate in the orientation, and the applicants who end up working in the program receive additional health and safety training.*

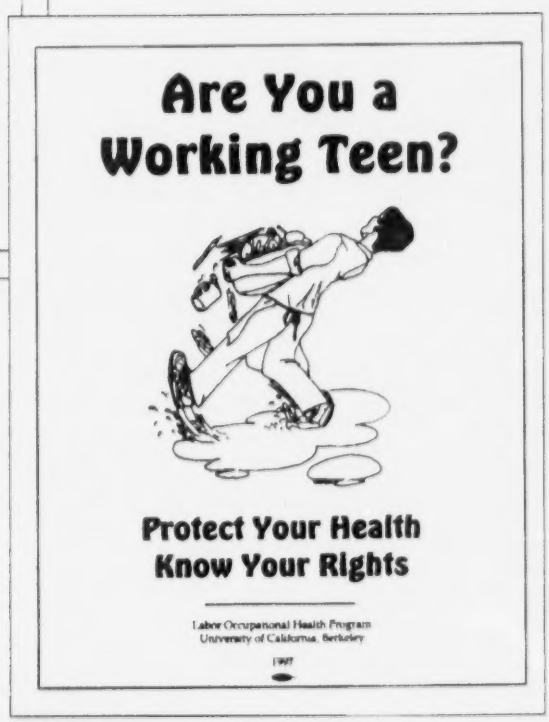
—Diane Bush

Job training agencies become resources for employers

New Ways Workers, a job placement program in Oakland, has developed a checklist of key training and compliance issues to review with participating employers. With our encouragement, they added a health and safety component to the checklist, and now distribute U.C. Berkeley-LOHP's Facts for Employers—Safer Jobs for Teens. *Often, employers who do not hire large numbers of teens are unaware of child labor laws, so New Ways Workers serves as an information resource to employers.*

—Diane Bush





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Why health care providers should be partners

Although doctors and nurses frequently share information with their teen patients about a variety of health risks including substance abuse, obesity, and sexually transmitted diseases, they rarely discuss the risks of workplace injury. In a survey of physicians conducted in Brockton, nearly all the respondents expressed interest in the issue of workplace safety and health for young people but did not have the relevant information or materials to share with their teen patients. They agreed that they would be more likely to talk about occupational safety with their teen patients if they had information and materials available. Because of their direct contact with young people and their prominence in the community, health care providers can be effective advocates for teen worker safety and health.

HEALTH PROFESSIONALS TO CONTACT

- Community and school health clinic staff
- Local health department staff
- Pediatricians and pediatric nurse practitioners
- Adolescent medicine physicians and nurses
- Family practice providers
- Hospital emergency department and medical records office staff
- Health educators
- Urgent care centers

Reaching out to health care providers in your community

Contact providers in community and school health clinics and elsewhere.

Introduce the issue, learn how providers distribute health information to adolescents, and discuss ways occupational safety can be included in existing practices.

Provide resources and training to medical providers.

Distribute posters, brochures, and videos to share with young patients. Look for ways to include worker safety and health information in their existing publications and services. Suggest putting a poster in the waiting room instructing young patients to tell the provider about any workplace injuries. In some States, physicians must sign work permit applications. If this

is the case in your State, provide local physicians with materials to distribute to their teen patients seeking work permits.

Brockton pediatrician is surprised by teen worker issue.

We contacted a local pediatrician because we knew that he had been active in teen safety issues, particularly as an advocate for bike helmet use. We asked him to get involved in our project and to help us make contact with the State chapter of the American Academy of Pediatrics. At first he was skeptical about the importance of the issue, but after he began to talk to his teen patients about their work experiences, he saw it differently. In fact, he was amazed at the number of hours the teens work, the types of tasks they are asked to do, and the inadequate training they receive. Now he gives all his young working patients the brochure, Do You Work? A Guide for Working Teens *and directs them to call one of the several contacts listed on the brochure. He also makes a note in their records to follow-up at their next visit.*

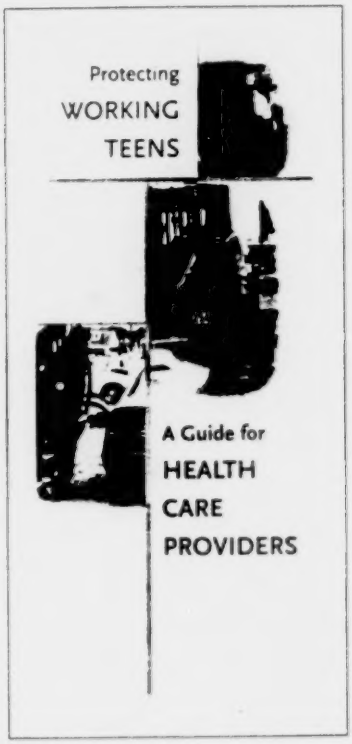
—Robin Dewey

Consider providing training for the clinic staff so they can better answer questions about child labor laws and workplace safety. The training should include information and resources on child labor laws, safety and health training requirements, and strategies for protecting young workers on the job.

Adolescent health clinic offers resources.

While young people sit in the waiting room at the Brockton Neighborhood Health Center, they can watch Teens: the Hazards We Face in the Workplace, *a 13-minute video showing teens who have been injured on the job discuss ways jobs can be made safer. On Monday nights during Teen Clinic, they can talk informally with peer leaders about health issues, including occupational safety. In addition, teen worker brochures are available on the resource rack, and a* Know Your Rights on the Job *poster hangs on the wall. The pediatrician who serves teens at the clinic reports that after viewing the video, many patients are interested in discussing work-related concerns.*

—Robin Dewey



Adolescent Health Nurse is a Resource to the Oakland Project

Early on in our project, we met with the nurse practitioner—a specialist in adolescent health—at the on-campus health clinic at Oakland Technical High School. Together we explored how the clinic could incorporate job-related issues into its health education efforts. We also invited the nurse practitioner to make a presentation to our project team on the developmental characteristics that contribute to teen worker risks. For instance, she explained that although adults and teens assess risks in similar ways, teens are also trying hard to assert their independence. As a result, they can be reluctant to ask questions of their supervisors or appear incapable in any way; they may be particularly unwilling to seek advice or help from their parents when faced with problems at work; and they turn to other teens for models of behavior.

So in our project, we looked for opportunities for peers to influence each other in positive ways, such as through peer education programs and classroom discus-

sions. We also developed occasions for teens to practice speaking up about work problems, and we equipped teachers and other influential adults with resources on workplace issues.

—Diane Bush

Ask hospitals to provide data.

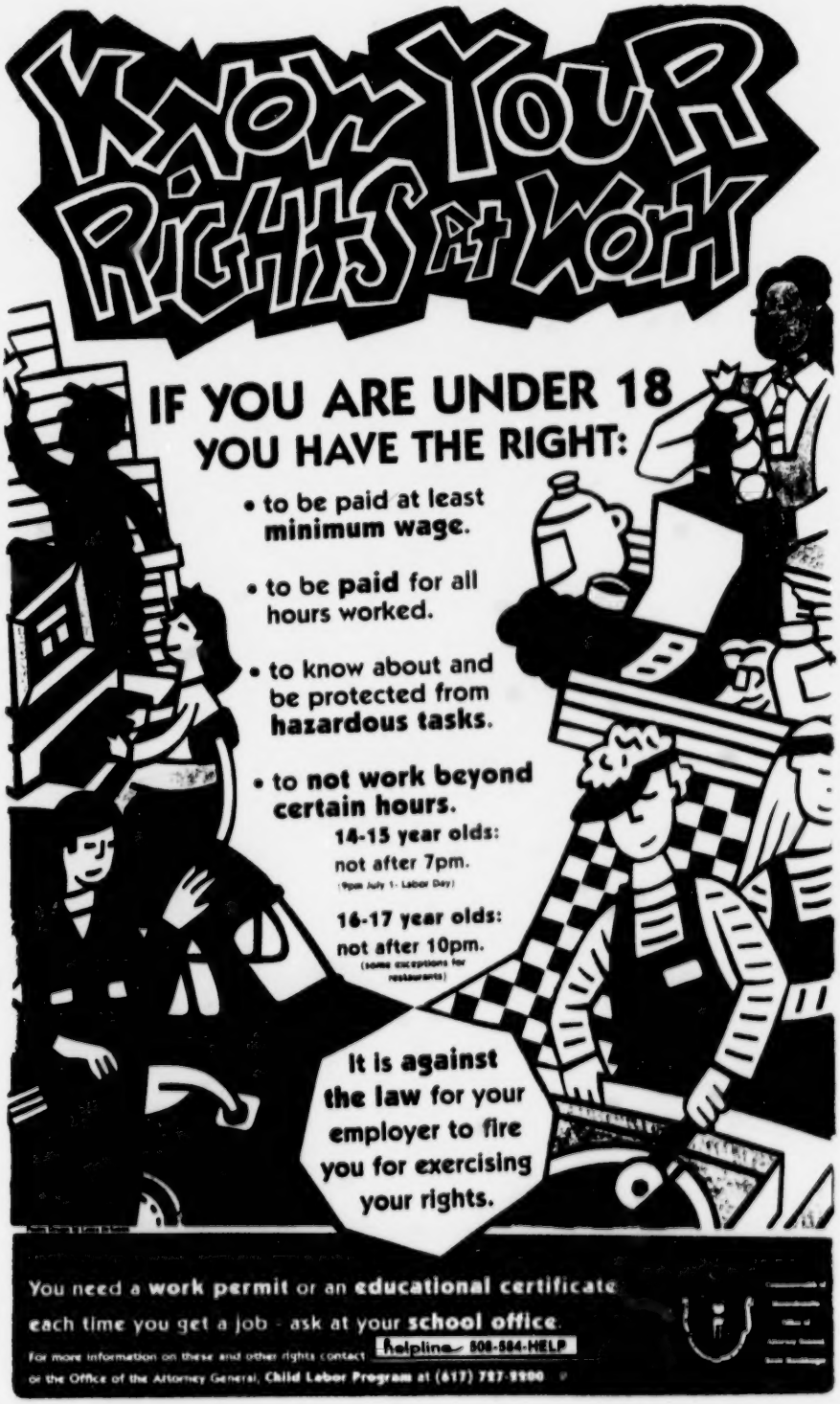
Meet with emergency department and medical records staff to explain the value of having local data on work-related injuries. Request that intake staff ask injured teens whether the injury occurred at work and that this information be coded on emergency department and hospital intake forms.

Give presentations at State meetings.

State chapters of organizations such as the American Academy of Pediatrics, the Society of Adolescent Medicine, the American College of Emergency Physicians, and the American Nurses Association hold regular business meetings and may be interested in a presentation on the scope of work-related injuries to teens and the role medical providers can play in prevention.

Write an article for the State newsletters of these professional associations.

In lieu of, or in addition to a presentation, provide similar information in written form.


KNOW YOUR RIGHTS AT WORK
IF YOU ARE UNDER 18 YOU HAVE THE RIGHT:
• to be paid at least minimum wage.
• to be paid for all hours worked.
• to know about and be protected from hazardous tasks.
• to not work beyond certain hours.
14-15 year olds: not after 7pm.
(9pm July 1- Labor Day)
16-17 year olds: not after 10pm.
(some exceptions for restaurants)
It is against the law for your employer to fire you for exercising your rights.
You need a work permit or an educational certificate each time you get a job - ask at your school office.
For more information on these and other rights contact Helpline 800-584-HELP or the Office of the Attorney General, Child Labor Program at (617) 727-9500

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Why employers are important partners

Employers bear direct responsibility for the safety of teen workers, and they are important partners in workplace safety and health initiatives. Employers of young people under the age of 18 have an obligation to comply with State and Federal child labor regulations regarding the tasks teens can perform and the hours they can work. Employers should also provide teen workers with supervision and training that is age-appropriate. Nonetheless, many employers express uncertainty about how to supervise and mentor young people effectively, and others are unclear about child labor laws. Educating employers and supervisors is a key component of enhancing workplace safety.

Reaching out to employers in your community

Enlisting employers in community projects can be challenging. Supervisors in many of the businesses that hire large numbers of teens have busy schedules and are often difficult to reach. Some employers feel that they already provide adequate supervision and training for their employees and do not need to provide more. Others would like to do a better job of mentoring the youths they supervise but do not know where to begin. However, local businesses have much to gain from young worker projects and can be committed partners. The following are strategies for engaging their participation.

Identify local businesses that employ large numbers of teens.

You can determine the major employers of teens in your area in a number of ways: look at work permits, talk to job placement coordinators in the school, survey teens, and meet with the Chamber of Commerce and Private Industry Council staff.

Mail multiple copies of fact sheets or brochures to employers.

Offer copies of materials written for supervisors of teen workers as well as brochures that can be distributed to teen workers. Include a letter explaining your project and offering to provide additional safety and health materials and training to supervisors and mentors.

EMPLOYERS WHO MAY BE INTERESTED IN YOUNG WORKER SAFETY AND HEALTH

- Private and public sector institutions and businesses that provide school-to-career and vocational education placements, such as banks, high technology companies, construction firms, government offices, libraries, and hospitals.
- Businesses that employ large numbers of teens in part-time jobs, such as restaurants, grocery stores, and retail establishments.

Meet with employers to let them know how they can benefit.

Explain how their business can benefit from participating in young worker projects through increased compliance with child labor laws, possibly reduced workers' compensation rates, better morale among teen workers, better trained workers, and positive publicity. Offer to provide safety and health materials and training.

Restaurant workers and supervisors receive health and safety training

We got a small grant from the Massachusetts Department of Industrial Accidents to provide safety workshops for restaurant workers and supervisors in Brockton. It took several meetings to get buy-in, but we eventually got the owners of the five largest restaurants to commit. Once they got involved, they were very receptive to our message.

The workshops, which trained 180 staff members, included hands-on exercises to help workers identify and prevent hazards and a discussion about child labor laws. It also offered a valuable opportunity for supervisors and workers to discuss safety issues. Restaurant work is so fast paced that employees don't often get time for training or to compare strategies and ideas. We found that participants appreciated the opportunity to sit down together to talk. During one workshop at a pizza restaurant, the owner agreed to rotate tasks as suggested by a teen employee as a way to reduce back strain.

—Robin Dewey

Contact businesses participating in school-to-career and vocational education placements.

Offer to assist them in educating students about safety and health issues.

Contact local business organizations.

The Chamber of Commerce, the Private Industry Council, and other business clubs may be interested in educational materials and brief presentations to their members about child labor laws and workplace safety and health issues.

Workplace supervisors of student interns attend a health and safety training

In Brockton, we conducted a 1-hour workshop for supervisors and mentors participating in the school-to-career program. The topics included the common causes of teen workplace injuries; the need to provide explicit, clear, and repeated safety instructions to teens; and the importance for students to balance learning all aspects of the job with learning safety precautions. The positive response to the workshop convinced State school-to-career staff to incorporate the curriculum into their State mentor training manual.

—Robin Dewey

Recognize business participation.

Most local business owners will view positive publicity as a valuable reward for participating in young worker projects. You can recognize business partners by issuing certificates of appreciation, reporting their involvement to the press and at media events, and highlighting participating businesses in project materials.

Oakland employers commit to safe jobs for youth

As part of Oakland's Safe Jobs for Youth Week organized by the project and the City Council, we invited Oakland employers to (1) commit to providing comprehensive health and safety training to young employees and (2) ensure that supervisors are trained on child labor law requirements. We mailed invitations to employers involved in job training programs and placed ads in local papers. Nearly 50 employers signed on. In return, the participating employers were acknowledged in newspaper ads, press materials, and by the Oakland City Council.

—Diane Bush

Provide referral information when necessary.

Community members may want to know what to do when employers do not comply with child labor laws or workplace safety regulations (see Appendix A).

Why it is important to have community groups and organizations as partners.

All members of a community share responsibility for protecting the safety and health of their young people. During the course of a young worker project, you may want to reach beyond the organizations and groups described in previous sections of this guide to include the broader community. Working with an array of local institutions and groups, you can contribute to a community standard that insists on well-trained employees and safe workplaces.

Reaching out to organizations and groups in your community

Identify community organizations, institutions, and groups that provide services and information to teens and others in the community.

Discuss with them ways they can incorporate young worker safety and health information and activities in their existing practices and policies.

Provide resources and training to community organizations.

Distribute posters, brochures, and other materials to groups that provide information to members of the community, such as youth-serving organizations and health and social service centers. Look for ways to include worker safety and health information in their publications and services.

Consider providing training for the staff of these community organizations, so they can better answer questions about child labor laws and workplace safety. The training should include information and resources on child labor laws, safety and health training requirements, and strategies for protecting young workers on the job. Reassure staff that they do not need to become safety and health experts and that their most important function may be to provide referrals to the appropriate sources of information.

COMMUNITY GROUPS TO CONTACT

- Youth programs and recreation centers like the YMCA, YWCA, Boys and Girls Clubs, and other local non-profit organizations
- Information centers for youths such as community drop-in centers, health education resource centers, and other centers
- Neighborhood groups such as block clubs, churches, and environmental justice, housing, and community organizations
- Labor and legal rights organizations
- Government agencies, especially the mayor's office, community development agencies, the local health department, and the workers' compensation office
- Local media outlets including newspapers, television, and radio stations

You may provide training yourself, or find others in the community who have expertise in safety and health and in training youth.

Help local agencies and organizations integrate young worker safety and health into existing activities and policies.

In addition to providing materials and training to organizations in your community, encourage and help them to make protecting young workers part of their regular business. Organizations and institutions can integrate occupational safety and health into existing programs:

Tips for engaging community groups

- *Identify organizations that can provide in-kind resources for education events such as supplies, food, speakers, etc.*
- *Acknowledge and highlight the participation of all players involved in young worker education programs with awards, certificates, and public acknowledgment.*
- *Make meetings and events fun with skits, food, and opportunities for socializing.*
- *Address workplace issues for teenagers and adults. Often, parents have work-related concerns that should be addressed as well. This is particularly important in immigrant communities where many parents do not know laws and regulations.*

—Linda Delp

Youth-serving organizations—Many youth-serving organizations, such as the YMCA and YWCA, Boys and Girls Clubs, and community drop-in centers sponsor workshops related to health issues. While these workshops typically focus on issues of substance abuse prevention, sexuality, nutrition and exercise, occupational safety can be added to the agenda. Provide curriculum and ideas to the staff and suggest that they link the issue of young worker safety to other topics of interest to teens such as worker rights and sexual harassment. Include booths on workplace safety at job or health fairs.

Youth fair becomes venue for sharing health and safety materials

Each year for 3 years, the Brockton peer leaders prepared a Young Workers table for a regional Youth Fair. They knew they would be competing for the attention of the 300 teens who attend the fair with other booths on drugs, alcohol, safe sex, and exercise, so they developed a colorful board that lit up when participants correctly answered questions about workplace safety. The table was well attended and sparked many questions, particularly about the number of hours teens can legally work.

—Robin Dewey

Community development associations—Neighborhood associations usually address crime and safety concerns. However, worker safety can also be of interest to local groups. Offer to provide materials and training at block club, church, and other local meetings. These venues can also be good for peer educator presentations.

Cultural organizations—Members of ethnic groups may belong to cultural associations that provide information and activities related to health, social services, recreation, and education. These associations provide an opportunity to reach members of the community

who may be especially vulnerable to occupational injury because of limited English proficiency, employment in high-risk jobs, or lack of awareness of child labor laws. Provide these organizations with materials about young worker safety, and encourage them to add the issue to ongoing workshops and meetings.

Latino community center hosts teen performance on workplace hazards

At a Dia de los Muertos (Day of the Dead) event, a traditional Mexican ceremony of remembrance for the dead, peer leaders in Los Angeles performed a skit to dramatize the link between workplace hazards, illnesses, and death. As a Dia de los Muertos altar shone with candles and photos to remember those who died, the teens portrayed a young worker who was asphyxiated by hazardous chemicals at work, a sad testament to the exploitation of immigrant workers and the lack of adequate enforcement.

—Linda Delp

Labor organizations—Labor organizations and legal aid groups are instrumental in advocating for workplace rights. Many of them understand the importance of educating young people about safety and health and are willing to contribute valuable information and expertise to young worker projects. They may wish to speak in school classrooms, drawing on their own experiences with safety and health on the job. Union members also may be interested in learning more about protecting their own children who are working.

Union representatives speak at community workshop

Union representatives spoke at a workshop held for parents and teenagers at Jefferson High School in Los Angeles. We contacted a local union that had successfully confronted sexual harassment at a nearby hospital and another local union that fought for a ventilation system at a small manufacturing company that used chemicals. The union representatives described the importance of working together to resolve problems and the teenagers at the workshop became more aware of the role of unions in improving workplace health and safety conditions.

—Linda Delp

Government agencies—Many local agencies set policies and provide information related to young worker safety and health:

- The mayor's office is interested in economic development and in policies that promote adolescent health.
- Three agencies that regulate aspects of workplace safety are the Occupational Safety and Health Administration, the State Department of Labor office (within which the Wage and Hour Division usually oversees child labor laws), and the Workers' Compensation Bureau. Often, these agencies have area branches or representatives who can work with your community (see Appendix B).
- As part of its broad role in promoting health and preventing disease, the local health department should participate in many aspects of a young worker project. In fact, the local health department may be the most appropriate organization to coordinate the entire project. The department can also assist with the initial needs and resource assessment, conduct health promotion campaigns, sponsor teen health education workshops, and contribute to other activities. In addition, as one of the department roles is to inspect restaurants, department inspectors can inform employers directly about ways to make the workplace safer for teens.

Resolved by the Oakland City Council:

The Week of May 12, 1997, is Safe Jobs for Youth Week—As part of a public awareness campaign in Oakland highlighting the need for teens, parents, employers, and the community to pay more attention to the safety of working teens, we worked with Oakland City Council members to develop a resolution in support of Safe Jobs for Youth Week. The Mayor presented the resolution to health and safety peer educators from Oakland Technical High School, and he talked about his own early work experiences. He asked Oakland's employers to make a special commitment to protecting Oakland's working teens.

Work with the local media

Local media can play an important role in raising awareness about workplace safety and health for teens. If your organization has a public relations (PR) or press office, contact them to enlist their aid. They can get coverage for you and make sure that it fits with both your objectives and the overall objectives of your organization. Frequently, they cultivate close relationships with media organizations.

Getting media coverage takes some groundwork if you don't have a PR department. Find out what local media are available to you. Neighborhood papers, radio and television stations, and cable systems (including community and health access stations) may also be available. Next, read the newspapers, and listen to and watch the news programs. Try to identify journalists who are doing stories that are similar to the issue of workplace safety and health for teens. Journalists tend to specialize because of their own interests or their assignments. You may be able to tap those special interests with some aspect of your project.

Next, create a plan for getting coverage. Journalists need to fill regular quotas for fresh copy. Your job is to make it easier for them to fill their quota. Pick one or more journalists and call them to suggest ways they can cover the issue of young worker safety and health. When you do this, be sure to connect young worker issues to other issues that they've already covered. Offer them press releases about your project—that's material they can put to immediate use. In addition, invite them to attend one or more project activities to give them more material. If you can, develop a list of community people who are articulate and who can talk about your project with the journalist. Reporters will almost always ask you for such referrals. In particular, look for young workers who have compelling stories to tell and are willing to be interviewed by the media. Try to think of several aspects of your project that are worthy of coverage. Followup

any coverage you receive with appreciation and suggestions for further coverage.

Teenagers create their own public service announcement

The peer leaders in Brockton worked with the director of the local cable television station to produce a public service announcement (PSA) directed at teen workers. The 30-second PSA was written, acted, and taped by the students. Aired daily for several months, it featured various types of workers while delivering the following message:

I am only 16 years old,
And I got hurt at work.
I didn't know I had the right to a safe workplace.
Every day 550 teens in the United States get injured on the job!
Let's not make it 551.
(As a group):
Know your rights!
Get a work permit!
Follow safety rules!
Speak up! Ask questions!

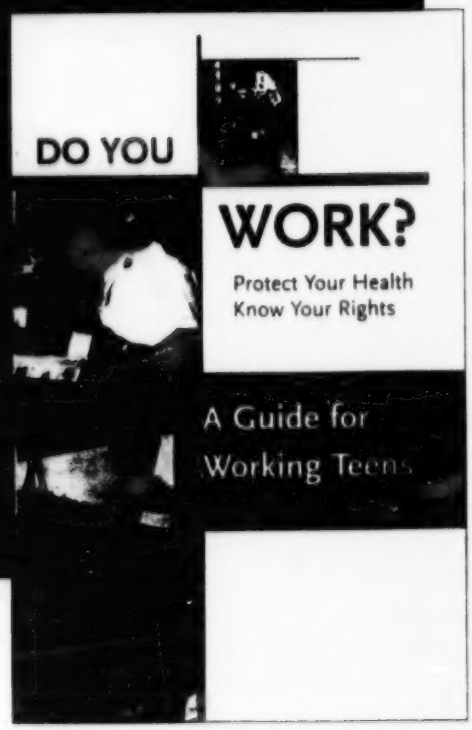
Project staff tell story to the Los Angeles Times

A UCLA-LOSH program staff person met a Los Angeles Times reporter at a Workers Memorial Day event honoring workers who had died on the job in the past year. She "pitched" to the writer an idea for a story about teen worker safety. The reporter liked the idea and wrote a story based in part on interviews with working teens at Jefferson High. CNN News saw the article and followed up with another story. The publicity was great for the project, and it taught us how the print and electronic media often pick up story ideas from each other.

—Linda Delp

Resources

The three community based projects have developed many useful materials for educating young workers about safety and health issues in the workplace. This resource section describes the materials produced by these projects, as well as other resources available through other groups. The resource section includes a summary of Federal child labor laws, Federal and State agencies, curricula, educational videos, internet resources, reports and books. In addition, other organizations and agencies can provide information about occupational safety and health.



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Appendix A—Child Labor Laws

The Child Labor Laws were established to protect the working conditions of adolescents. A summary of the Federal Child Labor Laws follows. Many States have their own Child Labor Laws. If your State's laws are more protective than the Federal ones, then those apply. Make sure you know the laws of your State.

By law, employers must provide:

- A safe and healthful workplace.
- Safety and health training, in many situations, including providing information about chemicals that could be harmful to your health.
- For many jobs, payment for medical care if you get hurt or sick because of your job. You may also be entitled to lost wages.
- At least the minimum wage of $5.15/hour to most teens, after their first 90 days on the job. Many States have a higher minimum wage than the Federal wage. Lower wages may be allowed when workers receive tips from customers, provided that the tip plus the wage is equal to minimum wage. (Call your State Department of Labor listed in this guide for information on minimum wage in your State or visit http://www.dol.gov/dol/esa/public/minwage/america.htm).

Not all teens may do all types of work. Here is a summary of the Federal laws that let you know what the restrictions are depending on the adolescent's age.

No worker under 18 may:

- Operate a forklift at any time.
- Operate many types of powered equipment like a circular saw, box crusher, meat slicer, or bakery machine.
- Work in wrecking, demolition, excavation, or roofing.
- Work in mining, logging, or a sawmill.
- Work in meat-packing or slaughtering.
- Work where there is exposure to radiation.
- Work where explosives are manufactured or stored.
- Recent changes in the law state that **minors under 17** may not drive a motor vehicle; 17-year-olds may drive occasionally, if they meet certain requirements.

Also, no one 14- or 15-years-old may:

- Bake or cook on the job (except at a serving counter).
- Operate power-driven machinery (except certain types that pose little hazard such as those used in offices).
- Work on a ladder or scaffold.
- Work in warehouses.
- Work in construction, building, or manufacturing.
- Load or unload a truck, railroad car, or conveyor.

Federal Child Labor Laws also have guidelines for the hours that a teenager may work.

For young workers between the ages of 14 and 15, work hours are as follows:

Not before 7 a.m. or after 7 p.m. between Labor Day and June 1 and not after 9 p.m. between June 1 and Labor Day.

Not during school hours

—maximum hours when school is in session are as follows:

18 hours a week, but not over:

3 hours a day on school days

8 hours a day Saturday, Sunday, and holidays

—maximum hours when school is NOT in session are as follows:

40 hours a week

8 hours a day

Appendix A—Child Labor Laws

Federal Contacts

National Institute for Occupational Safety and Health (NIOSH)

NIOSH is part of the Centers for Disease Control and Prevention (CDC) and is the only Federal institute responsible for conducting research and making recommendations for preventing work-related illnesses and injuries. NIOSH conducts investigations and evaluates hazardous working conditions, chemicals, and/or machinery. The institute develops and disseminates information about methods for preventing disease, injury, and disability.

NIOSH
4676 Columbia Parkway
Cincinnati, OH 45266-1998
1-800-35-NIOSH
http://www.cdc.gov/niosh/homepage.html (general information)
http://www.cdc.gov/niosh/childlab.html (*child labor*)

NIOSH Publications
4676 Columbia Parkway
Cincinnati, OH 45226
(513) 533-8287
emails: pubstaft@cdc.gov

U.S. Occupational Safety and Health Administration (OSHA)

OSHA develops and enforces Federal regulations and standards. Many free publications and a video library are available.

OSHA
U.S. Department of Labor
200 Constitution Ave. NW
Washington, DC 20210
National hotline: 1-800-321-OSHA
http://www.osha.gov/

U.S. National Labor Relations Board (NLRB)

The NLRB has information about employment rights and labor laws. The Board investigates complaints by workers and unions in the private sector.

US National Labor Relations Board
Division of Information
1099 14th Street NW
Washington, DC 20570
(202) 273-1991
http://www.nlrb.gov/

U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division

This office enforces the Federal Fair Labor Standards Act (FLSA) for employment in the private sector, and in State and local government. It establishes and enforces national standards for minimum wage, overtime pay, child labor, and record keeping. This office also conducts workplace investigations and gathers data on wages, hours, and other employment conditions and practices, to determine compliance with FLSA, and assesses penalties if violations are found.

Headquarters
200 Constitution Ave. NW, Room S 3510
Washington, DC 20210
(202) 219-8305
http://www.dol.gov/

U.S. Department of Labor, The Bureau of Labor Statistics (BLS)

The BLS is the principal fact-finding agency for the Federal Government in the broad field of labor economics and statistics. The BLS is an independent national statistical agency that collects, processes, analyzes, and disseminates essential statistical data to the American public, the U.S. Congress, other Federal agencies, State and local governments, business, and labor. The BLS also serves as a statistical resource to the Department of Labor.

Headquarters
2 Massachusetts Ave, NE
Washington, DC 20212
(202) 606-5886
http://www.bls.gov

Appendix B—Agencies and Organizations

State Contacts

ALABAMA
Wolfgang Trammell
Dept. of Industrial Relations
State Programs Division
Child Labor Section
649 Monroe St.
Montgomery, AL 36131-5200
Phone: (334) 242-8265
Fax: (334) 242-8403

ALASKA
J.R. "Randy" Carr, Chief, Wage and Hour
Labor Standards and Safety Administration
P.O. Box 107021
Anchorage, AK 99510
Phone: (907) 269-4914
Fax: (907) 269-4992
http://www.state.ak.us/local/akpages/LABOR/lss/lss.htm

ARIZONA
Orlando J. Macias, Director Labor Department
Department of Labor
P.O. Box 19070
Phoenix, AZ 85005-9070
Phone: (602) 542-4515
Fax: (602) 542-8097

ARKANSAS
Sandra H. King, Administrator
Arkansas Department of Labor
10421 West Markham
Little Rock, AR 72205
Phone: (501) 682-4501
Fax: (501) 682-4506
http://www.state.ar.us/labor

CALIFORNIA
Nance S. Steffen, Asst. Labor Commissioner
Department of Industrial Relations, Labor Standards Enforcement
P.O. Box 420603
San Francisco, CA 94142
Phone: (415) 703-4810
Fax: (415) 975-0772
http://www.dir.ca.gov

COLORADO
Carlos M. Renteria, Administrator
Labor Standards Unit
1515 Arapahoe Street, Tower 2 - Suite 375
Denver, CO 80202-2117
Phone: (303) 572-2272
Fax: (303) 920-4599
http://www.state.co.us/gov_dir/labor_dir/labor_home.html

CONNECTICUT
Gary K. Pechie, Director
Wage and Workplace Standards Division
200 Folly Brook Boulevard
Wethersfield, CT 06109-1114
Phone: (860) 263-6790
Fax: (860) 263-6541
http://www.ctdol.state.ct.us

DELAWARE
Susan S. Anders, Administrator
Office of Labor Law Enforcement
4425 North Market Street
Wilmington, DE 19802
Phone: (302) 761-8200
Fax: (302) 761-6601

FLORIDA
Michelle Collins
Child Labor Coordinator
Jobs and Benefits
261 West Executive Center Circle
Clifton Building, Room 101
Tallahassee, FL 32399-2150
Phone: (850) 487-2536 or 1-800-226-2536
Fax: (850) 487-4928
http://www.state.fl.us/dles/

GEORGIA
John G. Clark, Chief
Child Labor Section
Georgia Department of Labor
148 International Boulevard NE, Suite 700
Atlanta, GA 30303-1751
Phone: (404) 656-3623
Fax: (404) 657-9923

Appendix B—Agencies and Organizations

HAWAII
Alan K. Asao, Administrator
Enforcement Division
830 Punchbowl Street, Room 340
Honolulu, HI 96813
Phone: (808) 586-8771
Fax: (808) 586-8766

IDAHO
Kenneth R. Flatt, Labor Relations Supervisor
Wage and Hour Section
317 Main Street
Boise, ID 83735-0910
Phone: (208) 334-6110
Fax: (208) 334-6430
http://www.labor.state.id.us

ILLINOIS
Connie Knutti, Assistant Administrator
Illinois Department of Labor
Child Labor Division
160 North LaSalle St., Suite 1300
Chicago, IL 60601
Phone: (312) 793-2800
Fax: (312) 793-5257
http://www.state.il.us/agency/idol

INDIANA
Jonathon Weinzapfel, Deputy Commissioner
Indian Department of Labor, Bureau of Child Labor
402 West Washington Street, Room W195
Indianapolis, IN 46204-2739
Phone: (317) 232-2655
Fax: (317) 233-3790

IOWA
Marcielle B. Rockhill
Wage Collection Unit Manager
1000 East Grand Avenue
Des Moines, IA 50319-0209
Phone: (515) 281-8493
Fax: (515) 281-7995

KANSAS
Craig Liskey, Supervisor
Kansas Department of Labor
Employment Standards
433 SW Topeka Boulevard
Topeka, KS 66603-3151
Phone: (785) 296-4062
Fax: (785) 368-6462

KENTUCKY
Dennis Langford, Director
Division of Employment Standards
Apprenticeship and Training
1047 U.S. 127 South, Suite 4
Frankfurt, KY 40601
Phone: (502) 564-3070
Fax: (502) 564-2248
http://www.state.ky.us

LOUISIANA
Michael Long, Labor Program Manager
Office of Regulatory Service
Labor Programs Section
P.O. Box 94094
Baton Rouge, LA 70804-9094
Phone: (225) 342-2717
Fax: (225) 342-7664
http://www.ldol.state.la.us

MAINE
Anne L. Hamel, Director
Bureau of Labor Standards
Wage and Hour Division
State House Station 45
Augusta, ME 04333-0045
Phone: (207) 624-6411
Fax: (207) 624-6449

Appendix B—Agencies and Organizations

MARYLAND
Richard M. Avallone, Director
Prevailing Wage Program
Dllr 1100 N. Utah St.
Baltimore, MD 21201
Phone: (410) 767-2342
Fax: (410) 333-7303
http://www.dllr.state.md.us

MASSACHUSETTS
Joan Parker, Director of Safety
Attorney General's Office
Division of Fair Labor and Business Practices
200 Portland St.
Boston, MA 02108
Phone: (617) 727-2200 x 3248
Fax: (617) 722-3066
http://www.state.ma.us/

MICHIGAN
Michael Dankert, Chief
Bureau of Safety and Regulation
Wage and Hour Division
7150 Harris Drive, P.O. 30476
Lansing, MI 48909-7976
Phone: (517) 322-5269
Fax: (517) 322-6352
http://www.cis.state.mi.us/bsr/divisions/wh/home.htm/

MINNESOTA
Wendy Robinson, Division Director
Labor Standards Division
443 Lafayette Road
St. Paul, MN 55155
Phone: (651) 296-2282
Fax: (651) 215-0104
http://www.doli.state.mn.us

MISSISSIPPI
Claire M. Porter, Chairman
Workers' Compensation Commission
1428 Lakeland Drive
P.O. Box 5300
Jackson, MS 39296-5300
Phone: (601) 987-4200

MISSOURI
Colleen A. Baker, Director or
James Boeckman, Asst. Director
Division of Labor Standards, Wage and Hour
3315 West Truman Boulevard, PO Box 449
Jefferson City, MO 65102
Phone: (800) 475-2130 or (573) 751-3403
Fax: (573) 751-3721
http://www.dolir.state.mo.us/ls

MONTANA
John Andrew, Chief
Employment Relations Division
Labor Standards Bureau
P.O. Box 6518
Helena, MT 59604-6518
Phone: (406) 444-4619
Fax: (406) 444-4140
http://jsd.dli.state.mt.us/dli_home/dli.htm

NEBRASKA
Raymond Griffin, Program Manager
Labor Law Compliance
Safety and Labor Standards
1313 Farnam Street, 3rd Floor
Omaha, NE 68102-1898
Phone: (402) 595-3095
Fax: (402) 595-3200
http://www.dol.state.ne.us/

NEVADA
David J. Dahn, Labor Commissioner
Business and Industry
Office of the State Labor Commissioner
555 East Washington Avenue, Suite 4100
Las Vegas, NV 89101
Phone: (702) 486-2650
Fax: (702) 486-2660
http://www.state.nv.us/b&i/lc/index.htm

NEW HAMPSHIRE
Cynthia A. Flynn, Wage and Hour Administrator
New Hampshire Department of Labor
State Office Park South
95 Pleasant Street
P.O. Box 2076
Concord, NH 03301
Phone: (603) 271-3170
Fax: (603) 271-2668

Appendix B—Agencies and Organizations

NEW JERSEY
Martin Gartzman, Director
Office of Wage and Hour Compliance
225 East State Street, P.O. Box 389
Trenton, NJ 08625-0329
Phone: (609) 292-7860
Fax: (609) 695-1612

NEW MEXICO
Terrie F. Baca, Deputy Director
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Teen Work Injury Prevention Groups

Child Labor Coalition

Composed of 45 national and international organizations (academic, labor, religious, health, child advocacy, and consumer and women's groups) for the exchange of information about child labor. Provides a forum and a unified voice for protecting working minors and ending child labor exploitation, and also develops informational and educational outreach to the public and private sectors and promotes progressive initiatives and legislation.

Child Labor Coalition
c/o National Consumers League
1701 K Street, NW, Suite 1200
Washington, DC 20006
(202) 885-3323
http://www.essential.org/clc/

Children's Safety Network

Consists of 4 resource centers, which provide technical assistance information and resources to help integrate injury and violence prevention programs into new and existing programs. Conducts research and policy activities that improve injury and violence prevention.

Children's Safety Network
Education Development Center, Inc
55 Chapel Street
Newton, MA 02158-1060
(617) 969-7100, ext. 2207
(617) 244-3436 (FAX)
http://www.edc.org/HHD/csn/

National Committee for Childhood Agricultural Injury Prevention

Makes recommendations for new research, education, policy, and evaluation efforts. Recommendations are based on injury statistics and other relevant developments in such fields as general childhood injury prevention, adult agricultural injury prevention, occupational safety, and traffic and transportation.

National Committee for Childhood Agricultural Injury Prevention
National Farm Medicine Center
1000 North Oak Avenue
Marshfield, WI 54449
(715) 387-9298
http://www.marshmed.org/nfmc/

Labor Unions

Many union organizations are active in issues relevant to teen workers.

AFL-CIO

The AFL-CIO's Human Resource Development Institute, in cooperation with the U.S. Department of Labor, has produced a brochure for young workers about their rights under federal laws.

AFL-CIO
815 16th Street NW
Washington, DC 20006
(202) 637-5210
http://www.aflcio.org

American Federation of Teachers (AFT)

Represents primary, secondary, and college teachers. Some of the members have developed and will share curricula and other materials about workplace and labor-related issues. The union offers a selection of child labor materials and a free child labor poster.

Appendix B—Agencies and Organizations

American Federation of Teachers
555 New Jersey Ave. NW
Washington, DC 20001
(202) 879-4400
http://www.aft.org

UNITE (Union of Needletrades, Industrial, and Textile Employees)

Textile unions which recently merged to form UNITE have been fighting U.S. sweatshop conditions since the 1900s. UNITE is concerned with the use of child labor both in this country and around the world and urges support for legislation that would bar the import of products from countries where child labor is used.

UNITE
1710 Broadway
New York, NY 10019
(212) 265-7000
http://www.uniteunion.org

Other Useful Internet Addresses

Association of Farmworker Opportunity Programs
Has information on migrant and seasonal farmworkers in the United States, including children.
http://www.afop.org

Child Labor Coalition
http://www.essential.org/clc/

Free the Children
http://www.freethechildren.org

International Labor Organization
http://www.un.org/depts/ilowbo (Washington Office)
http://www.ilo.ch (Geneva Office)

Kids Campaign to Build A School for Iqbal
http://www.digitalrag.com/mirror/iqbal.html

School To Work
Includes resources needed to promote a safe and healthful work environment for students and young workers.
http://www.stw.ed.gov

United Nations Children's Fund (UNICEF)
http://www.UNICEF.org
http://www.UNICEFUSA.org (UNICEF USA)

U.S. Congress
They have copies of Senate and House bills. You must have the bill number.
http://www.access.gpo.gov/su-docs/

U.S. Department of Labor, International Labor Affairs Bureau (ILAB)
http://www.dol.gov/dol/ilab/public/aboutilab/org/child.htm

Resources Developed by the Young Worker Projects

Safe work/safe workers: a guide for teaching high school students about occupational safety and health. Massachusetts Department of Public Health (Occupational Health Surveillance Program) and Children's Safety Network [1997].

This 3-hour curriculum is designed to raise awareness among young people about workplace safety and health and injury prevention and includes a 13-minute videotape entitled *Teens: The Hazards We Face in the Workplace*. Contact the Education Development Center, Sewickley, PA: 1-800-793-5076.

Teens, work, and safety: a curriculum for high school students. University of California, Berkeley Labor Occupational Health Program (LOHP) [1998].

This curriculum covers basic safety and health information that can be used in either an academic or vocational setting. It is subject-specific and includes units in general safety, English, science and U.S. Government; it also includes a 12-minute video. Contact the LOHP Center for Occupational and Environmental Health, University of California, Berkeley, CA: 510-642-5507.

Safe jobs for youth. UCLA Labor Occupational Safety and Health (LOSH) Program [1998].

This curriculum includes lesson plans about laws, hazards, sexual harassment, and child labor. It is appropriate for students with limited English proficiency. It includes a 12-minute videotape entitled *Your Work: Keepin' It Safe* (1997) that illustrates the rights and responsibilities of young workers. The video covers safety and health hazards in fast food, construction, and grocery stores, shows teens teaching teens, and can be used alone or with the curricula. Contact UCLA LOSH, Los Angeles, CA: 310-794-5964.

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Other Curricula

American Lung Association [1993]. Future workers' education project: units for auto body and repair, health occupations, and welding. New York: American Lung Association.

These are flexible and easy-to-use programs for teaching students how to protect their health in the workplace. Additional units concerning agriculture, carpentry, and woodworking are in process. Contact the American Lung Association, State of Washington. 1-800-732-9339. (The cost is only $5.00 to cover shipping and handling). http:\\www.alaw@alaw.org

California Federation of Teachers (CFT) has a 12-page listing of additional resources, Bringing Labor into the K-12 Curriculum.

To get a free copy, contact the CFT Labor in the Schools Committee. The CFT is also developing Golden Lands, Working Hands, a series of curricula about the history of the California labor movement. (510) 832-8812.

California Occupational Health Program, Labor Occupational Health Program, and American Lung Association [1992]. Toxics on the job: Protecting your health. A curriculum for teaching workers about toxics and tobacco.

For vocational education instructors. Includes 4 units with trade-specific pamphlets for welders, machinists, auto repair workers, and construction workers. Also includes a general handbook for students in other trades. Contact the Labor Occupational Health Program (LOHP), University of California at Berkeley. 510-642-5507.

Council for Citizenship Education [1992]. The working teenager: A teacher's guide for secondary education (2nd ed.).

Includes 5 lessons on workers' rights, laws affecting working teens, unemployment benefits, and workers' compensation. Includes a quiz for the working teenager. Contact the Council for Citizenship Education, Russell Sage College, Troy, NY. 518-270-2363.

North American Guidelines for Children's Agricultural Tasks

Guidelines which match a child's abilities with specific agricultural tasks. Details are available on 62 different farm jobs commonly performed by children and adolescents. To order a Professional Resource Manual or the Parent Collection of Illustrated Guidelines, contact: Gempler's, Inc. Ph: 1-800-382-8473 or at www.gemplers.com or visit the North American Guidelines Internet site at www.nagcat.org.

Videos

Danger: Kids at Work

Shows graphic footage of child labor violations in the garment industry, agriculture, and fast food restaurants. Emphasizes the need for better child labor law enforcement. 15 minutes. Contact the U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division, San Francisco, CA. (415) 744-5590.

Teens: The Hazards We Face in the Workplace

Features teens who introduce the basics of job safety and health and injury prevention. Part of a high school curriculum (Safe Work/ Safe Workers). Produced by the Massachusetts Department of Public Health and the Children's' Safety Network. 13 minutes. $35.00 (includes curriculum). Order from Education Development Center, Sewickley, PA. 1-800-793-5076.

Transit Tech

Shows New York high school students working with unions, teachers, and the transit authority to develop a new career focus. 17 minutes, $89.00. Reduced price on multiple orders. Order from the We Do the Work, Oakland, CA. (510) 268-WORK. (A lesson plan is also available.)

When Children Do the Work

Show conditions facing young workers around the world who produce high-end products for U.S. consumers. 30 minutes, $89.00. Reduced price on multiple orders. Order from We Do the Work, Oakland, CA. (510) 268-WORK. (A lesson plan is also available.)

Zoned for Slavery

Shows how young people labor in factories along the U.S./Mexican Border and in Latin America to produce trendy clothing for U.S. companies. Youth discuss the hazards they experience every day, from 15-hour work shifts to mandatory birth control. 23 minutes. To order or for more information, call National Labor Committee, New York, NY. (212) 242-3002.

For a catalog that lists over 40 educational videos on workplace issues (which include lesson plans), contact the producers of the public television series "Working in America" at We Do the Work, Oakland, CA. (510) 268-WORK.

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Appendix C—Reports and Books

American Youth Work Center and National Consumers League [1990]. Working America's children to death: reported child labor violations. Washington, DC: AYWC.

This report analyzes the types of work and locations where youth get hurt and discusses the needs for child labor laws and government oversight. Contact the American Youth Work Center, Washington, DC: (202) 785-0764.

Bequele A, Myers WE [1995]. First things first in child labor: eliminating work detrimental to children. Washington, DC: ILO, Washington Branch. An overview of child labor throughout the world.

This document includes information concerning intervention, legislative action, enforcement, and public education campaigns. Contact the International Labor Organization (ILO), Washington Branch, Washington, DC: (202) 653-7652.

Beyer D [1995]. Understanding and applying child labor laws to today's school-to-work transition programs. Berkeley, CA: National Center for Research in Vocational Education.

This document explains the basics of child labor law at the Federal and State levels and lists whom to contact at each State Department of Labor concerning local laws. Contact the National Center for Research in Vocational Education (NCRVE), University of California at Berkeley: 1-800-762-4093.

Bush D, Baker R [1994]. Young workers at risk: safety and health education and the schools. Berkeley, CA:, University of California, Labor Occupational Health Program.

This report describes the *Young Workers at Risk* project, which collected information and data about the risk of injuries, illnesses, and fatalities among young workers. The report also makes recommendations for Cal/OSHA concerning the best way to educate Californias youth about workplace health and safety issues. Contact the Labor Occupational Health Program, University of California at Berkeley: (510) 642-5507.

Child Labor Coalition [1992]. Model state child labor law. Washington, DC: National Consumers League.

This is a guide for States to use as they update and strengthen child labor laws. Contact the National Consumers League, Washington, DC: (202) 885-3323.

Children's Safety Network Rural Injury Prevention Resource Center [1994]. Prevention of injury in children of migrant and seasonal farm laborers: a resource list. Marshfield, WI: Marshfield Clinic.

This document lists materials and videos about agricultural safety, general childhood injury prevention, maternal and child health, and agricultural chemicals. Availability in Spanish is indicated. Contact the Marshfield Clinic, National Farm Medicine Center, Marshfield, WI: (715) 389-4999.

Frase BS, Charner I, Rose KL, Hubbard S, Menzel S [1994]. Minor laws of major importance: A guide to Federal and State child labor laws. Washington, DC: National Institute for Work and Learning, Academy for Educational Development.

This booklet was developed for the Office of Educational Research and Improvement, U.S. Department of Education, and contains synopses of the Federal child labor laws and State laws applying to ages, hours, and occupations. Contacts in each State for more information about State labor regulations are listed. Contact the National Institute for Work and Learning, Academy for Educational Development, Washington, DC: (202) 884-8000.

Freedman R [1994]. Kids at work: Lewis Hine and the crusade against child labor. New York: Clarion Books.

This historical document uses photographs by Lewis Hine to portray child labor in the United States' fields and factories.

Institute of Medicine [1998]. Protecting youth at work. Washington, DC: National Academy Press.

This book provides a historical perspective about working children and adolescents in the United States and explores the framework of child labor laws that govern that work. It presents a wide range of data and analysis about the scope of youth employment, factors that put youth at risk, and the positive and negative effects of employment.

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Appendix C—Reports and Books

NIOSH [1995]. NIOSH Alert: preventing deaths and injuries of adolescent workers. Cincinnati, OH: U.S. Department of Health and Human Services, Public Health Service, Centers for Disease Control and Prevention, National Institute for Occupational Safety and Health, DHHS (NIOSH) Publication No. 95-125.

This document summarizes risks and hazard to adolescent workers and contains recommendations to employers, parents, educators, and adolescents.

Parker D [1998]. Stolen dreams: portraits of working children. Minneapolis, MN: Lerner Publications Company.

This book contains photographs of children in a variety of occupational settings in the United States, Mexico, Thailand, Nepal, Bangledash, Turkey, Morocco, Indonesia, and India. It discusses the childrens susceptibility to illnesses and injuries associated with occupational hazards.

U.S. Department of Labor, Bureau of International Labor Affairs [1994]. By the sweat and toil of children: the use of child labor in American imports. A report of the Committee on Appropriations, United States Congress.

This document examines child labor in 19 developing countries that import goods to the United States, including types of industries, economic conditions, and other factors.

The U.S. General Accounting Office reports on child labor issues include the following:

Occupational safety and health: assuring accuracy in employer injury and illness records [December, 1998]. Report No. GAO/HRD 89-23.

Sweatshops in New York City: a local example of a nationwide problem [June 1989]. Report No. GAO/HRD 89-101 BR.

Child labor violations and sweatshops in the U.S. [March 1990]. Report No. GAO/T-HRD-90-18.

Child labor: increases in detected child labor violations throughout the United States [April 1990]. Report No. GAO/HRD 90-116.

Child labor: characteristics of working children [June -1991]. Report No. GAO/ HRD-91-83BR.

Labor's child labor enforcement efforts: developments after Operation Child Watch [August 1991]. Report No. GAO/T-HRD-91-44.

Child labor: work permit and death and injury reporting systems in selected States [March 1992]. Report No. GAO/HRD-92-44FS.

Child labor: information on Federal enforcement efforts [June 1992]. Report No. GAO/HRD-92-127FS.

Washington State Department of Labor and Industries [1990]. Protecting children in the workplace. Olympia, WA: Employment Standards, Apprenticeship and Crime Victims Compensations Division, Washington Department of Labor and Industries.

This brief report describes State investigations of 395 non-agricultural worker compensation claims by minors over a one-year period. More than 44 percent of the employers involved were in violation of child labor laws.

Washington State Department of Labor and Industries [1992]. Child Labor Advisory Committee final report: recommended changes to Washington State and nonagricultural child labor rules. Olympia, WA: Employment Standards Program, Washington Department of Labor and Industries.

This report contains recommendations and rationale regarding hours of work, related variance issues, and prohibited duties for minors in Washington State.

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National Institute for Occupational Safety and Health
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